



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS.

Education as Adjustment. By M. V. O'SHEA. New York: Longmans, Green & Co. Pp. 317. \$1.50.

In this volume by Professor O'Shea we have a distinct contribution to the philosophy of education. It is both critical and constructive. Professor O'Shea considers in Part I the data for a science of education. He passes in critical review those principles which he terms "the survival of the fittest in education." He finds that much which we think decidedly modern is very ancient in origin. He says: "Some at least of the principles which were announced by Plato have been repeated by every eminent educator since his time. . . . Moreover, scientific experiment . . . is corroborating a considerable part of the small body of doctrines that have come up to us unchanged through the storm and stress of the ages." He believes that the great experiments made by nations in civilization and in educational procedure furnish many invaluable data for the guidance of the educationist today. Biography is rich in suggestion, setting forth the influences which have molded the lives of individuals. Recent experiments in education are weighed and found decidedly not wanting in scientific data for education. Such classical studies as those of Cattell, Goldscheider and Mueller, Quantz, Bryan and Harter, Shinn, Hall, Lukens, Dewey, Sully, *et al.*, are instanced. These experiments relate to processes involved in reading, learning language, drawing, etc. Several experimental schools of education are noted. He has great faith in the child-study movement. Finally the "evolutionary principle has rendered great service to education. . . . It has pointed out conclusively, for most men at any rate, that the requisite for successful living is adjustment to the environing world of people and of nature."

In Part II he considers the various aims of education, as suggested by psychology, neurology, sociology, ethics, the doctrine of utility, and of formal discipline. Abstract formal discipline cannot be the end of education, since training is special in its effects. There must be continuous adjustment of the individual to his particular environment. Primarily this is a biological process, but among human beings it becomes a social adjustment. Education in the large sense involves biological adaptation, though in the narrower and more usual sense it implies only the conscious processes of adjustment, and these are social. The supreme end of education, then, is social adjustment, and the school the institution *par excellence* where this is accomplished.

In Part III some of the methods of attaining adjustment are studied. This is mainly exemplified through methods of intellectual acquisition, though the social environment in its relations is considered. Professor O'Shea disclaims the desirability of dissecting and cataloguing the powers of the mind, or even analytically describing them for a study of educative adjustments. Mind is treated as dynamic and functional rather than as static. Hence it is easy to see that we should not expect a discussion of "the perception," "memory," "the imagination," etc. We are quite prepared for such chapters as "The Natural History of Certain Typical Senses," "The Retention and Abridgment of Experiences," "Apperception as the Essential Process," etc. The doctrine of formal discipline comes in for a most searching treatment. Professor O'Shea has many times uttered some telling arguments in denunciation of its false assumptions, but in this book he has dealt the most forceful blow — its death-blow, we hope.

This book is doubtless the nearest approach to a treatise on the *science of education* that has been produced. We have had many on *theories of education*. It is distinctly of college grade, and not at all akin to those numberless books which deal in platitudes, or those others saturated with scholastic or Hegelian philosophy, and whose greatest points of strength are their ultra-refined webs of logic spun from arm-chair philosophy. The literary tone of the book is excellent.

FREDERICK E. BOLTON.

THE STATE UNIVERSITY OF IOWA.